

Erindalian

Vol. 5 No. 1

Wednesday, Sept. 20, 1972



Back to the Old Gris Mill

ABOUT CAMPUS

You thought it was crowded last year? Well take a look at these figures for registration at Erindale (and these aren't the final figures—only those as of Sept. 13th).

1st. yr.: 889
2nd. yr.: 577
3rd. yr.: 560
4th. yr.: 172
2,198

Part time students:

1092 course enrolments (this includes both full credit courses and half credit).

Are you in extension? Need counselling or want to discuss your courses? Drop in at room 240 and see either Mrs. Marjorie Cooper or Miss Cathrine Campbell.
Monday-Thursday 1:00 p.m.-9:00 p.m.
Friday 8:45 a.m.-5:00 p.m.

ON DISPLAY in the foyer of the Prelim. Bldg., beginning September 18th, will be the work of a young Quebec painter Graham Cantieni. Student prints and part of the Permanent Collection are on display in the cafeteria.

Were you following the CHESS games between Spassky and Fischer? Are you interested in playing chess or learning how to play? Contact Henry Halls (Geophysics) at 828-5343 and ask him about Erindale's chess club.

Prof. D. Andrews (Math.) has just co-authored a book, entitled Robust Estimates of Location, which was just published by Princeton University Press.

The National Gallery of Canada, Ottawa, has purchased two of Norman White's sculptures which were part of an exhibit of his work at the Electric Gallery, Toronto. Some of his sculptures are about the Prelim. Bldg. Look for them and toy around with them. (They're the ones with light bulbs or electric wires running throughout and around smaller lights encased in a plastic box).

S.A.G.E. SPEAKS

What are you planning to do this year at Erindale besides studying and attending College events? Why not be part of the 'behind the scenes' action and help to co-ordinate some of these events?

The Student Administrative Government of Erindale is an organization formed by the students for the students (heard that before?).

We not only try new ideas but we try to correct some old ones. We aren't all geniuses on the council and we need some fresh heads and ideas. Why not come out and be part of YOUR student government.

S.A.G.E. has several commissions which you might like to work with. These cover such things as pubs, culture, rock concerts, movies, parking, education, and communications. We have a considerable amount of money to spend on you and the College. We need you and your support to see that our plans and ideas work.

S.A.G.E. would like to see a few things changed such as Erindale College Council, the method of handling course evaluations and would also like to see an alternative food service. We need your help and support in these issues and others such as College Implementation. Things have

to be done in order that the students at Erindale don't get lost in the Administrative jargon.

Don't misunderstand us, we're not just a group of radical students who want to overthrow the Administration. We're just a group of students who want to do something for the student and help him—be it educational or recreational. S.A.G.E. is a lot of things so come to your office in the Prelim. Bldg. Room 155 or telephone 828-5249. In the next issue we'll print the names of your year reps so that you can contact them with your ideas or problems if you're too shy to see them in the office.

An Interview With A Moral Capitalist

Ace reporter Scoop Bottom interviewing Peter Smith, The Minister of Plenty.

I found Mr. Smith up to his ass in work in the used book exchange and managed to cop an interview in between business transaction.

Q. Is the Ministry of Plenty truly legal?

A. The Ministry of Plenty has been recognized as a retail operation, authorized to collect Ontario retail sales tax. I am listed as proprietor.

Q. Not incorporated?

A. No.

Q. What connection exists

between the SALE of last year and the Ministry of Plenty?

A. The SALE operation mentioned in the Varsity has little connection. SALE, which unfortunately was not run efficiently was endorsed and sponsored by the College Administration. This year Sage was asked to assume the responsibility of running the used book store. We took over all stock and all financial responsibility. That includes Rob Morningstar's bad cheques from last year.

Q. Then,

(phone call interview)

A. Smith: "Onassis. I'll break the guy within the year".

Q. What else are you doing besides books?

A. We're retailing a number of items all at discount prices. Recording tape, 8 tracks, posters. We have recently expanded into pipe tobacco, cigars, cigarette papers and cigarettes at 55c a pack.

Q. That's lower than the vending machine prices isn't it?

A. Right and we have wider varieties.

Q. Anything else?

A. We're looking into Levi's, pool tables and a light snack bar.

Q. Do you expect any opposition to your projects.

A. Well, people could oppose us, but we have a moral argument to back our

actions.

Q. Which is...?

A. Erindale is unlike St. George or other campuses where service and goods are available close by. We are isolated. Any monopoly on food services, book services, etc., is wrong since there is no alternative.

Q. Thank you Mr. Smith. good luck

Financial Aid Change In OSAP Regulations

The age for **INDEPENDANT STATUS** has been **LOWERED** to 24. Students who were 24 years of age before September 1, 1972 are now eligible.

Application Deadline: Sept. 30

If you wish to receive assistance for the full academic year.

Applications submitted between October 1 and January 31 will be based on half the assessed need for the full academic year.

Application forms: Room 216 or 219A.

L. Webber
Student Aid Office

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Erindalian

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Clarkson, Ontario
828-5260

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The Erindalian is a weekly publication printed in the interests of the Erindale Campus Community under the financial auspices of the Student Administrative Government of Erindale.
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LETTERS TO THE EDITOR

Fellow Students:

Last year marked the birth of a new, and now one of Erindale's most successful clubs. The Outing Club comes under the Athletic Wing and is therefore sponsored by the Phys Ed. Dept. in conjunction with ECARA (Erindale Council of Athletics and Recreational Activities).

The Outing Club born of the aftermath of the now legendary Bark Lake Trip of Oct. 1971, flourished, and at its peak numbered some individuals in its ranks of membership.

From the beginning the club operated quite casually but through no pre-determined plan, the activities were those of a closed organization. This year we the original members of the Outing Club hope that this situation will change. The Outing Club is an organization open to all members of Erindale College for the paltry sum of \$2.00. In

return the payee receives a one year guaranteed membership (by an I.D. card), an Outing Club button, and all the benefits that come from a group of enthusiastic people joined together for the sole purpose of having a good time. We already have a prepared schedule of activities which can always be enlarged. There will also be special club prices to members for all club sponsored events. Also, this year the Outing Club members will have first preference for involvement in the major outing for this year, which has not yet been decided upon.

In continuance with a vigorous programme of activities we have organized some very interesting occasions of festivity.

To find out more about YOUR club look to the Bulletin boards for further announcements.

Yours sincerely,
THE OUTING CLUB.

"You don't have to be afraid
Now go ahead and speak
I just wanna have some fun
with you.
Maybe I can turn you on to
Richard Brantigan
And if you get comfortable
I might lay you on a shady
green
And you can tell me 'bout
College
And I'll tell you how it is to be
free."

Keith Sykes

So tell me. But first, a word
from our sponsor. Changes
have occurred at Erindale
while we have been away.
Some things have remained
the same. The cans in
Colman House are still
blocked on pub days.
The price of Beer has gone up
to 50c a bottle.
The lectures are still boring.
The food is still bad.
The prices on food and

lectures have gone up.
The frosh are still buying
books in the beginning of
the first week of classes (I'm
still trying to read all of my
books from first year). Some
of the women are still looking
good. Some are looking
better. Others are getting
worse.

SAGE is still a giggle and a
larf.

The Junior Common Room is
still a disgrace.

And by the way, we are
changing the College
structure. Three colleges-
units-modules-things, instead
of one. The College is still
pretending to involve
students in decision making.
Students still pretend to be
involved.

A short summary of one
sided, biased, partisan
subjective opinions.

P.S.

Encounter Groups: Uses and Abuses

"Encounter Groups—Uses and Abuses" is the theme for the Community Affairs Programme scheduled for the Town Hall at the St. Lawrence Centre, Friday, September 29 at 8 p.m. Admission is free and the public is encouraged to attend. The Subject matter of the evening's programme is

the innovative approaches to human relations ranging through sensitivity training, organizational development, T groups and encounter groups. "It has been said that psychotherapy is to make the sick well. Encounter groups is to make the well better."

The open discussion of the

function of such therapy in modern life will be moderated by C.B.C.'s Barbara Frum. Panelists will be Andrew I. Malcolm, M.D., Herbert Pollock, Ph.D., Betty Smith, M.Ed., and Paul Vereshack, B.A., M.D., D. Psych. Film excerpts will be shown from Carl Rogers' "Journey into

Self", Paul Bindrin's "Out of Touch", and Fritz Perls' "Gestalt Prayer". The programme is presented by the Community Affairs Department of the Toronto Arts Foundation at the St. Lawrence Centre, in co-operation with EGO programme, the Centre for

Continuing Education at York University.
For further information contact:

Ethel Teitelbaum
Director
Community Affairs Dept.
Toronto Arts Foundation
366-1656

"How did a nice girl like you
ever wind up in a place like this?"

"It's a long story. Just say I
joined the wrong Peace Corps."

EDITORIAL

One returns from a fine summer recess in a peaceful frame of mind. And in so doing, the minor changes that have occurred in the College during the absence tend to affect one more emotionally than usual. The noticeable increase in school population is one of the first things one notices upon returning to Erindale. But, then, one says, when the new building is completed these problems will be alleviated, and one tends to relegate this annoyance to the back of the pile. There are, however, a few aspects of this years' Erindale that cannot be swept over with such a modicum of effort. There are a few changes that occurred during the summer that will have long lasting effects, and that had been dealt with before hand. They were, at least, supposed to have been dealt with in a manner where the students had some say in the outcome. This has not been, it appears, the case. I am speaking of the apparent disregard the Administration has shown for the Referendum held last year regarding the naming of our new Campus. The peaceful frame of mind tends to dissolve, and I have spoken to many students who are downright angry as to the seemingly underhanded manner the Administration in its infinite wisdom, has deemed to introduce it's 'pet' idea. That is, they hold a referendum, wait until the summer break, and then ram their own ideas through, at a time, when many students are not available to comment, much less do anything about it. It might well be that I have been mis-informed, it might well be that Erindale Campus will remain as such, it might well be that the College System will not be introduced this year. But what if my information is correct, if these measures are initiated? What if Erindale gives way to Mississauga, what if we are divided into little colleges, with pithy names, then what was the worth of the grandiose rhetoric that was exchanged last year between the students and the Administration? And if such is the precedent, then what is the worth of future talks with a group that is showing, apparently, such a total disregard for past discussion. One had better start counting the number colleges, for if the number ever reaches five, we'll be named after the five tribes of the Mississauga Nation, with the Administration wearing eagle feathers. And the student? He'll be wearing chicken feathers, and if we don't smarten up, that is exactly what we'll be deserving.

ATTENTION FIRST YEAR STUDENTS

There are approximately 6 seats available on SAGE for
FIRST YEAR STUDENTS.

For information concerning elections, nominations, etc., speak
to Tricia Anderson in the SAGE office, Rm. 155.
828-5249

NOMINATIONS CLOSE Oct. 13, 1972

VERY IMPORTANT: PLEASE READ DEAR STUDENTS AND STAFF:

This year's course evaluations are less than total. In most cases, there were not enough returns to properly evaluate a course validly. There are two reasons why this situation occurred. First, except for fall half courses, S.A.G.E. was late in preparing and distributing the course evaluation questionnaires. Second even when students did receive their questionnaires, mostly by mail, very few bothered to complete and return them to the S.A.G.E. office.

Many, therefore, are not valid making publication impossible. Those course evaluations which were not compiled in this report are available to any person for course counselling or any person simply interested in the S.A.G.E. office.

S.A.G.E. is the Student Administration governing Erindale. It is in room 155, Tel. 828-5249.

Course Critiques

Beyond a doubt, the most valuable form of course evaluation is the Course Critique. Unlike regular evaluations, critiques are brought back to the class for discussion between the

students and professor. First, evaluation forms are filled out in class. Then they are compiled and brought back to the class to be discussed. Instead of finding out what was thought of the class at the end of the year or at the beginning of the next year, the students and professor (or Lab demonstrator, tutorial leader, etc.) have an opportunity to correct whatever problems are currently occurring in the classes. Two major goals will be achieved through this method. First, it will show to those students who previously did not understand their rightful position in the classroom that a) they have the ability to influence and

guide the direction of their classes and that professors are not "magical" individuals whose actions before a classroom are not subject to a student's questioning. Second, critiques will hopefully foster better communication between the professor and students, resulting in an exchange of ideas which otherwise might not have taken place and of course, when necessary, improve the classroom situation. Professors will also have an opportunity to evaluate the students' contribution to the class, since the success of any one course relies on more than just the instructor. S.A.G.E. and other people are currently working on implementing

course critiques this year, although the best course critiques are those that are started by the students and the instructor of the class themselves.

Ed. note:

Evaluations for other courses have been printed separately. Enquire at the S.A.G.E. office.

COURSE EVALUATIONS

ANT. 201

Prof. Sample

Students enrolled: 26

Course evaluations returned: 6

Percentage returned: 23

The lectures were enjoyable and easy to understand. The lecturer was audible and articulate most of the time and covered the course material adequately. The class size was good. The readings were just right and meaningful to the course. There were not enough assignments and projects but those assigned were useful and not difficult. There were also not enough tests. Those given were useful but difficult. Visual aids ie. slides, maps, samples of articles, were used to a favourable advantage on illustrating information and for added interest in the lecture.

CSC 108 'B'

Instructor: Sedgewick

No. of students enrolled: 56

No. of course evaluations returned: 8

percentage: 14.3

The lectures were average to boring but fairly easy to understand. The lecturer was sometimes audible and articulate. He covered the course material moderately. The class size was good. Tutorial leader: Crawford

The tutorials were useful in understanding the course material. The tutorial leader encouraged student participation. Tutorial class size was good.

Tutorial leader: Sedgewick

Tutorials were mediocre in understanding the course material. The tutorial leader neither encouraged nor discouraged student participation. Tutorial class size was good.

The readings were just right and were extremely relevant to the course. There were too many assignments and projects and they were rather difficult but were useful in the students understanding the course material. There were just enough tests and they were useful in understanding the course material. Comments varied concerning the degree of difficulty: easy, just right, difficult, impossible. It was recommended by several students that this course be made into a full course because of work load involved

Chemistry 235

Instructor: Stills

No. Students enrolled: 112

No. Course evaluations returned: 13

percentage: 12.5

The lectures were average in quality, easy to understand. The lecturer was audible and articulate most of the time, and covered the course material adequately. The class size was okay. The lab demonstrators were Nancy Stoute, and Dave Ledson. The actual experiments carried out were interesting; materials, references and information provided was useful. Overall the labs were valuable. The demonstrators were very capable and displayed a great willingness to help. The tutorials were generally useful in understanding the course material. The tutorial leader accepted student participation. Tutorial class size was good. The readings were just right and extremely relevant. There were just enough assignments and projects. They were useful in understanding the course material and not too difficult. It was felt that there were too few tests but those given were useful in understanding the course material, and were not difficult. Students commented that they felt that this course should be made into a full course — there is enough work involved to warrant this change.

Biology. 270

Instructor: Roots and Twigg

No. of students enrolled: 38

No. of course evaluations returned: 9

Percentage: 23.7

The lectures were fairly understandable, of average quality. The lecturer was audible and articulate sometimes. He covered the course material moderately well. The class size was okay. The actual experiments carried out were of average quality often interesting. Overall the labs were mediocre. The demonstrator's willingness to help was good. The reading was just right, and meaningful to the course. The number of assignments and projects varied from just right to far too few. They were considered not too useful but rather easy. The tests followed the same pater of evaluation.

CSC 108 "A"

Instructor: Crawford

No. students enrolled: 54

No. course evaluations returned: 11

Percentage: 20.3.

The lectures were of average quality, rather difficult to understand and often boring. The lecturer was audible and articulate most of the time and covered the course material moderately. The class size was good. Tutorial leader: Lebow.

The tutorials were generally useful for students and understanding the course material. The tutorial leader neither encouraged nor discouraged students participation. Tutorial class size was good. Tutorial leader: Crawford.

The tutorials were generally mediocre for students understanding the course material. The tutorial leader neither encouraged nor discouraged student participation. Tutorial class size was too large.

Comm. 221

Instructor: McCandless

No. Students enrolled: 24

No. Course evaluations returned: 4

percentage returned: 16.6

The lectures were rather difficult to understand and were boring. The lecturer was not always audible and articulate and covered course material poorly. Class size was okay but it was thought that a good size would be about ten to fifteen people. The readings were a little bit heavy but were meaningful to the course. Generally the readings were difficult. The number of assignments and projects were thought to be just enough by some students while others found them too numerous. They were difficult but useful-mediocre in understanding the course. The number of tests was just right but were not too useful in understanding the course material, and were difficult. Generally, the course contributed to the students insight into the topic.

Students comments include: Prof. seemed unprepared, disorganized, and unconfident. The lectures were in tutorial style but it was felt that the prof. was not capable of communicating the basics of the course to the students.

ECO 361G

Instructor: A. Kruger

No. Students enrolled: 10

No. course evaluations returned: 2

percentage returned: 20

The lectures were very easy to understand, enjoyable, and the lecturer was always audible and articulate. He covered the course material adequately. The class size was good. The readings were a little bit heavy for a half course but were extremely relevant to the course. Generally the reading was just right. There were just enough assignments and projects and student found them useful in understanding course material. They were rated as being just right to difficult. There were just enough tests useful-mediocre in understanding the course material. These were rated as being just right to difficult. To a certain extent, the course contributed to their general insight into the topic. Marks did not accurately reflect knowledge acquired.

MAT. 120

Instructor: Jurdjevic

No. of students enrolled: 94

No. of course evaluations returned: 10

percentage: 20.02

The lectures were fairly understandable, of average quality though sometimes boring. The lecturer was audible and articulate most of the time and covered course material moderately well. The class size was okay. The tutorial leader's name was Mr. Lee. Tutorials were not too useful and the tutorial leader neither encouraged nor discouraged student participation. Tutorial class size was good. There were just enough assignments and projects; they were useful and not difficult. The tests were well-spaced and mediocre in understanding course material. Some students found them easy. Generally the only complaint the students had of the course were the inefficient tutorials.

PHL. 230F

Lecturer C. E. Cassin

Percentage Returned 25.

Most students felt that the lectures were very easy to understand; although some thought that it was quite difficult. The lectures were thought to be very enjoyable. The lecturer was considered to be audible and articulate at all times. As for lecturers coverage of course material, the students' responses ranged from adequately to superbly. The responding students considered class size to be good.

These students felt that the volume of required reading was satisfactory. The readings were extremely relevant to the course. The amount and difficulty of the assigned readings were 'just right'.

The responding students considered this course to be beneficial, although most of them felt that the course should be expanded into a full course (or two-half courses) in order to adequately deal with the two major concepts: Existentialism and Phenomonology.

Philosophy 216F

Lecturer: A. Rosenthal

Percentage returned 22.4

The responding students felt that the lectures were rather difficult to understand. They felt that the lecturer was 'average to boring' in his presentation while being audible and articulate only sometimes. Class size was considered bearable, although several suggested that the class should have 10 to 20 students.

Too little reading was required according to the respondents. And what little reading was required was considered difficult. Most felt that the number and difficulty of the assignments were alright. There were no tests.

Most of the students who returned their course evaluation felt that the course did not contribute to their general insight into the topic of Defiance and Abnormality. They generally thought that the course was boring, inadequately covered, and the material presented in an uninteresting manner.

History Course Evaluations

The purpose of these course evaluations is to provide a vehicle for the expression of students' constructive criticism. Offered as reflective opinion at the completion of the course year, it is hoped that they will provide the faculty with a basis for improvement in the technique to be employed in succeeding courses and to so design future courses that they may more closely combine the educational requirements of the subject with the expressed needs and interests of the students.

When considering their choice of future courses students should bear in mind that the comments apply to last years courses. Within reason, students may expect that future courses will have been modified to take account of the criticisms expressed.

There are certain general conclusions which can be deduced from the combined evaluations which may be helpful to future students when considering course requirements and their own expectations.

A lecture course, particularly of the survey type, is one in which the principle benefit is derived from the lecturer's analysis of the topic. It is also one in which a broad concept of a usually large historical period is sought. The lecture supplements and gives new perspectives to the assigned reading; it is not a substitute for the reading and, indeed, will have little value without the reading. Neither is a lecture course designed to give opportunity for class discussion — although questions which arise out of lectures or reading can be dealt with either during lectures or tutorial periods. Thus those points of criticism which suggest a reduction of assigned reading, construction of the survey to cover a narrower range or more discussion or use of visual aids, display an incorrect expectation of what a lecture course has to offer.

A seminar course is designed so that the student who has not necessarily a background knowledge of the subject, may, through concentrated reading, be able to contribute to an informed discussion of the subject that will give rise to various differing analysis. Each student will broaden his understanding to the extent that all students are able to contribute. The professor is to direct the discussion, to correct errors in historical fact and to bring to the discussion the benefit of his greater scholarship. Intensive reading, an ability to think analytically and a willingness to take an active part in informed discussion are the essential student requirements for a seminar.

Student comments generally showed an agreement upon the purpose of a seminar and admitted that more student preparation and participation would have ensured a greater measure of success. The student history body will return each year's evaluation in order to observe upon the process of course structure in relation to recurring student criticisms.

History 200E

The United States 1607-1968
Instructor: Randle
No. of students enrolled: 62
No. of course evaluations returned: 31
percentage: 50.0

The majority of students were majoring in history. Students rated lectures as generally good. Most of the remaining rated lectures as poor to fair. Most obvious and consistent criticism was that lectures stuck closely to the text "American Nation" by Garrity and that lecture dealt with facts and complexities at the extreme of the human element.

Seventy percent of the class rated the readings as either good or excellent. Most students found the readings

very interesting. Some students found some of the books to be too complicated and too involved to follow however on the whole, class seemed satisfied with readings.

Approximately eighty percent of the students agreed that they had derived a broader and more in-depth knowledge of American History. However, they stressed again the lack of emphasis on the human element in the course.

Eighty percent of the class agreed that the course could be improved. This was a wide range of suggestions. Most centred on the making of lectures less dependent on the textbook, stressing the human aspect and reducing the reading list. The tutorial leaders were: Bruce Kinser,

and Prof. Randle. There was almost unanimous agreement that the students had benefitted from tutorials. The general comment was that tutorial should in some way "reinforce" the lectures and provoke discussion within the tutorial group. Nearly all students agreed that the tutorials were well run and that the T.A. were knowledgeable etc.

Many students mentioned the heavy and complicated nature of the reading list, but they generally agreed that as far as TA's were concerned there were no complaints.

Nearly all students attended fifty percent of their tutorials or more. I noted that students were more willing to attend tutorials than lectures.

History 205E

Canada 1663-1967

Instructor: Prof. Gluek, Prof. Morton
No. of students enrolled: 105
No. of course evaluations returned: 44
percentage: 41.9

The lectures were good, interesting, informative, organized. A few found them trivial and biased. Humour was universally liked and lectures very informative and interesting. People actually like history.

There were no assigned readings.

The majority said they greatly enjoyed history now and appreciate different outlooks taken. The most common comment — "I've found Canadian history can be interesting." Generally a new improved outlook on history was gained.

Most students thought the course couldn't be improved. The only possible changes are addition of films, guest lecturers, and more concentration on contemporary Canadian history and Canadian relations.

The tutorial leaders were: Markson, Barkley, Calder, and Rafijewicz.

Tutorial leader: Markson
benefitted yes no
from this 8 0
course:

Barkley
yes no
5 0

Calder
yes no
11 2

Rafijewicz
yes no
14 4

It was agreed that the role of a tutorial should be to clarify any misunderstandings occurring in the lectures, and to provide an opportunity to deal with a subject in more depth. Also a chance to voice one's opinion on a subject and develop your ideas in history.

There were a few criticisms on the methods used in the tutorials:

Markson: more readings and discussion, not so structured.

Calder: compulsory attendance, too many readings, structured discussion, more preparation on part of students.

Rafijewicz: more definite decision on discussions, more preparation on part of students.

Barkley: seminars too long, no time for discussion.

General comments were: good and interesting course, very worthwhile and informative. Excellent lecturer with a good style. Highly recommended for first year.



HIST. 100

Tutorial Dafoe leader:
Benefitted yes no
from 10 2

tutorial:

Maclean
yes no
12 9

Mandel
yes no
7 9

Students felt that the role of a tutorial should be to clarify and define problematic areas of the lecture material, to voice opinions, and to delve into topics in more depth.

Criticisms of methods used in tutorials:
Dafoe: readings too heavy, tutorial too short, students unprepared.
Maclean: much like a lecture, discussion unrelated to lectures, students unprepared.
Mandel: much like a lecture, too general, students unprepared.

On the question of whether the students were informed of developments in history by their history rep., the majority didn't know there was one, or his responsibilities. It was suggested that a more informative advertising scheme be set up to enlighten the students on the existence and duties of their rep., if this concept is to succeed. Students expressed a desire for other history courses at Erindale concerning specific areas for specialization. Generally the course was found to be interesting and informative; a good survey course.

GGR. 333F

Instructor: T.F. McIlwraith
No. Students enrolled: 16
No. Course evaluations returned: 4
percentage returned: 25

The lectures were average and fairly understandable but it was thought that too many theoretical models were used. The lecturer was audible and articulate most of the time and covered the course material adequately. The class size was good. The readings were just right and meaningful to the course, but students found them difficult. There were just enough assignments and projects. They were useful in understanding course material and were not too difficult. There were just enough tests but they were difficult and not too useful in understanding the course. This course was recommended for geography majors.

History 100E

Europe and the World 1789-1969
Instructor: M. Dafoe
No. of students enrolled: 94
No. of course evaluations returned: 49
percentage: 52.1

Students taking this course found its content and subject area very interesting, the lectures easy to follow, and the professors presentation motivating and stimulating. Some of the students did find it rather boring, long and even though the majority agreed on quality in the lectures, many also thought they were a little too detailed and crammed. The majority found that the assigned readings were interesting, helpful and stimulating, however, there were students displeased with the quality and quantity. Although one quarter of the students felt that this course was not beneficial due to unnecessary details, too many facts, and a re-hash of high school information, many felt that it provided good general knowledge. History was presented in various perspectives which provided good ideas for future studies.

Many agreed that no improvement in this course was needed, but many others felt the need for several: less detail, more visual aids, concentration on more modern history, more tutorials. The problem of large class size was the main area of complaint. Lectures were well attended.

History 301E

Canadian Parties and Politics Since 1867

Instructor: D. Morton

No. of students enrolled: 11
No. of course evaluations returned: 4

Students felt the quality was good. There was an easy rapport between the students and Prof. Morton. Everyone seemed to be well prepared and confident in discussion.

The readings were relevant to the seminars though some felt it was a bit too heavy. There were many comments on how excellent the bibliography was that was issued to us at the beginning of the year. It was a great help.

Every student felt that he had learned much from the course as most had taken it to get greater insight into our political institutions. Some appreciated having gained greater understanding of the Quebec issue. The only suggestion made was that there could be more reports from the students — other than that, the format was very interesting with slides and records.

Every one felt the seminars should be limited to about 10. Every one felt the purpose was to do personal research to enable free discussion and an exchange of opinions.

One student felt the seminar was too teacher oriented but most felt that the methods used in our course allowed everyone the chance to participate if they wanted to.

Generally there was great enthusiasm for this course.

History 301EInstructor's Course Evaluation
Canadian Parties and Politics
Desmond Morton

Canadian history has normally been presented with a heavily political bias and this course makes no apology for reinforcing this alleged fault. However, its intention has been to look below the formal surface of speeches, laws and constitutional documents, to see how the political system really operated, how individuals, party machines, group and class interests worked together to create our history. There is a serious effort to look at provincial as well as federal politics and there have been opportunities, so far regrettably unexploited, to examine the municipal scene as well. The course runs from 1867 to the present, with the first term break at 1918. Evaluation is based on class participation.

This is the third time that the course had been offered to Erindale day students — the second time to part-time students and the first time to a combination of both groups. Several presentations may have satisfied the instructor that it is now a reasonably polished and successful course for most of its participants but the real reason may have been the fruitful combination of the two different groups.

As usual in seminar courses, class discussion was probably weakened by a lack of preparation on the part of some members of the class and by the occasional willingness on the part of the instructor to dominate seminars on which he found discussion to be either uninformed or desultory. However, there was a feeling that the course had been more successful than in any of its previous presentations. One problem was a rather larger number of enrolments than should be allowed in a seminar course.

History 301E will not be offered at Erindale next year and may alternate with History 364 Canada and War.

History 304

Social Revolutions in Latin America: Mexico, Bolivia, and Cuba

Instructor: Prof. Raby

No. of students enrolled: 15
No. of course evaluations returned: 5
Percentage: 33.3

Four persons stated that the lectures were good to excellent. One person felt that it was fair to good.

Five agreed that the quality of the assigned readings was good to excellent.

Four persons reported that they had benefited from this course. One had no comment.

Two questionnaires noted that the course needed no improvement. One had no comment. One wanted more reports by individuals. One wanted more emphasis on the comparison of the three revolutions at the end of the year.

Four persons thought the enrollment should be limited. One had no comment.

The majority of the students felt that the purpose of a seminar should provide a forum for discussion of the historical facts, with student presenting his views.

A majority of the class felt no criticism was necessary. One student felt that reports were somewhat long and should be limited.

History 305

Industrialization and Ideological Response.

Instructor: C. LaVignia

No. of students enrolled: 13
No. of course evaluations returned: 5

General consensus was that quality of seminars depended upon participation — in general good, sometimes excellent.

The readings were good, and necessary for understanding the course — some felt they were too lengthy while others thought a wider selection for each discussion would have helped.

Everyone felt that they had benefited from taking the course by increased understanding of the period covered and by the ideas raised for discussion.

Suggestions for improvement ranged from impossible to shorter reading selections, alternative readings, more participation through longer reports by individuals.

It was agreed that the purpose of seminars was to develop one's own views and understanding of the works discussed.

There were few criticisms except that participation tended to be limited to a minority while the others listened.

History 306

19th Century Britain

Instructor: Mr. Dafoe

No. of students enrolled: 49
No. of course evaluations returned: 16
Percentage: 32.6

Most students found the lectures excellent, well-prepared, interesting and informative. The lecturer makes an excellent presentation of the topics.

Most students felt the readings were very good generally, although some readings were considered too lengthy and dull.

Most students felt they had gained a better understanding of 19th century Britain particularly its social history.

More emphasis on imperial history and social history was thought to be a necessity. Some time for questions at end of each lecture.

Most students felt tutorials should complement the lectures and provide an opportunity for an interchange of questions and opinions between students and students, and students and tutor.

Marks should be allocated for tutorial work. This would encourage greater student attendance and better discussions. Some felt tutor could provide stronger leadership, but only if the students come prepared themselves i.e. had done the readings.

Instructor's Course Evaluation**History 307E**

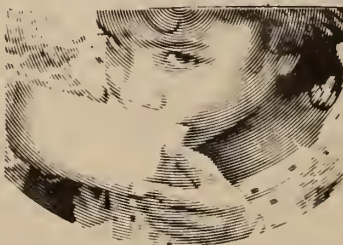
Canadian History from Contemporary Issues

Instructor: Desmond Morton

This course began as an attempt to introduce students to the historical perspective on a number of problems in Canadian politics, society and economics. In the first term, a collective focus was directed at the problems of Canadian nationality, with special attention on French-English relations, regional discontents, Canadian-American friction and the Canadian political system. In the second term, students presented the results of their own research into topics of their own choice, ranging as widely as the position of the Canadian Indian to the structure of urban government.

This was the first year that the course was offered and a number of problems emerged, in particular an almost irresistible tendency for discussion (and often introductory papers) to become present centred. Since the instructor, whatever the limits of his own knowledge of the particular problem, tended to become the sole available resource person in a group which had, generally, not read widely, he also tended to dominate the discussion. To correct this in the second term assigned specific critics for each paper and attempted, not always successfully, to withdraw from centre stage.

From the outset, the assumption was made that student would learn most through their research for the second term paper. A heavy weighting was placed on this paper and some of them were of reassuring quality and depth of understanding. As an individual experience, the course may, therefore have been a success. As a collective experience, it probably was not. In future, it is proposed to impose a stronger structure of the first term's work, basing the course on a single major theme (for 1972-3 probably repeating nationality as the issue) while, in the second term, insisting on a greater historical dimension in term papers. It would be ideal if meetings in the second term could be concentrated in a relatively short period in, say, March, to give all students a comparable time to prepare their work and to read the essays of other class members. However, this would not appear to be practicable at present.



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History 308E

Canadian History: The Canadian American Relationship

Instructor: A. Gluek

No. of students enrolled: 11
No. of course evaluations returned: 6
Percentage: 54.5

Generally the seminars were good.

The quality of assigned readings was good. Students liked being left to do their own reading within a defined framework and appreciated the fact that they did not have to prepare specific readings for each class.

This course helped to develop the students' own knowledge and insights in Can-Am. Relations.

Most felt the course needed no improvement. Limited criticism of length of reports and lack of discussion.

All stressed the importance of group discussion in the tutorials. A few said why i.e. for personal interest, for clarification of complex issues.

There was not much criticism of the methods used on the seminars. Some adverse comment on lack of discussion and the mechanical nature of the reports. One felt there were too many book reports; one especially liked them—general approval of methods employed.

History 309

The Foreign Policy of the United States

Instructor: S.J. Randall

No. of students enrolled: 15
No. of course evaluations returned: 10
Percentage: 66.6

On the whole the students found the course to be good. It dragged at times, depending upon the amount of work done by the students. Some students said that the professor was very knowledgeable.

Generally the readings were good. Many students expressed the opinion that the readings were sometimes too heavy and some said that they were often hard to get and felt they should be more selective.

All felt that they had benefited from the course — it gave them greater insight into American Policy in general, and Latin American policy in particular.

While some students felt the reading should not be as heavy, others suggested a greater background is needed, and others suggested the time period could be limited.

A few students felt that reports should be limited in length.

One person suggested the professor should fill out a questionnaire assessing student participation. Three said it was a beneficial course and the professor was well informed and helpful but a point was made that background knowledge should not be taken for granted.

History 303

International Relations 1870-1960

Instructor: M. Dafoe

No. of students enrolled: 44
No. of course evaluations returned: 10
percentage: 23.7

Every student thought the course was good to excellent. It was a course that enjoyed professor-student rapport.

The readings were 1) not too heavy; 2) enjoyable.

All students had benefited by taking this course. For some it has given greater insight into World problems and politics of the 20 century whilst for others it provided a more analytical perspective in this and other areas of history.

Some students felt the course could not be improved whilst others would rather have had smaller sized classes. One suggested the need for more uses of maps.

Most students had no criticisms whatsoever. One would have liked the professor to have shown a little more activity in getting quieter students to participate. Some students stated that the professor's knowledge of the subject was awe-inspiring.

General Comments:

"Rapport between student professor is good."

"Professor always well prepared."

"The readings were good."

"Mr. Dafoe is probably the best professor in the University — I have learned in his classes more than I have in any other."

"Have benefited immensely from course and hope to enroll again in one given by this same professor."

History 310 Topics in Russian Social History

Instructor: R.E. Johnson
No. of students enrolled: 12
No. of course evaluations returned: 7
Percentage: 58.3

Most students felt the seminar would have been better if 1) students had participated more and done readings. 2) the professor had not had such a complex outline which could not be fully covered in depth. Besides these comments the students

generally enjoyed the course.

There was a wide choice given in the reading assignments which most students liked. Interesting and informative were the general opinions.

Most benefited one way or another. Noticeable comments were: 1) the students enjoyed individual research 2) got deeper insight into Russian history 3) more critical insight felt that the course had not been all he had expected.

The majority of the students did not like the loosely structured format that was used in this seminar and

desired that more structure be used in the future. A minority though were satisfied and could see no way to improve the course. A couple of students felt that a more rigid use of a course outline should be employed.

General comments included very satisfied, professor well informed on his subject but course needs more structure as students ignored work for this course when their other more structured courses demanded their time; consequently this course suffered in student participation some of the time. Instructor's Course Evaluation

History 364 Canada and War

Instructor: D.P. Morton
No. of students enrolled:
No. of course evaluations returned: 19

Most students felt that the seminar quality was good, although some expressed a desire for more "lecture" from Dr. Morton. Some students commented on the fact that the seminar quality varied according to the amount of research done by the student giving the presentation.

Students were unanimous in saying that the readings were excellent. One said that the bibliography was the best he'd ever seen. Others commented favourably on the broadness of scope in the bibliography and on the way the readings supported the weekly seminars.

Most students expressed a feeling of having gained an insight into Canadian history. Some commented on their gain in understanding of the contribution of the military to Canadian history. One student said that he had benefited from the discipline in his essay writing.

History. 402 Historiography Seminar

Instructor: Dafoe, Lavigna, Raby
No. of students enrolled: 9
No. of course evaluations returned: 4
Percentage: 44.4

All felt that the quality of the seminar was very good, and contributed it to the student-faculty ratio and the good relations between the student and faculty.

The assigned readings were good but a little too heavy.

Most students felt that their powers of criticism have been sharpened and that they have gained an appreciation of the complexity of history.

Two students felt the course could not be improved. One would like to have seen more attention put on the students views by professors in form of criticism (constructive and/or destructive of students views).

Two said "no criticism" of methods used in the seminar. One felt that a good background in history was needed. One enjoyed tri-prof system.

General comments: History. 402 be made a "must" for specialization, and have a high number of prerequisites, not co-requisites. Enrollment should be kept limited to third and fourth year, introduce limited concepts of historiography into some second year courses.

History 364 Canada and War

Instructor: Desmond Morton

Canada's experience of war since Confederation provides a connecting theme for the examination of such problems as nationalism, Imperialism, French-English relations, politics and economic development. Increasingly, it is an important field for social historians. All of these themes are raised in a course which works as a seminar. Grading depends chiefly on two term essays, with consideration being given to seminar participation. Students have considerable limit to choose their own topics within a carefully established framework of development, with the instructor reserving the right to veto topics on the basis of inadequate research material or excessive duplication of previous work.

This course, offered for two years on the St. George campus, came to Erindale rather by accident, being notified in the Extension calendar and attracting students from as far away as Scarborough. Consequently, there was some considerable difficulty at first in obtaining materials for the course and students were obliged to resort

to public libraries as well as to the main University collections. To some extent, the situation improved as the year proceeded. Because of the lack of material and a shortage of time, the instructor lectured for one hour each week during the first term followed by a discussion of a theme, for which readings were assigned. In the second term, the course at Erindale became a more regular seminar, with short presentations, pre-selected critics and class discussion.

In its working, the course proved to be a lively and interesting experience, at least for the instructor. The mixture of backgrounds, particularly from the part-time students, greatly enriched discussion and brought insights to the full-time students which would otherwise have been unavailable.

Obviously, library resources should be better for a course which relies heavily on primary material (in particular, Hansard, newspapers and magazines, and sessional papers). A mechanism for obtaining students' papers before they are formally presented, so that they could be known to students, or at least to appointed critics, would also be an enormous advantage.

PSY. 208

Instructor: Dean Spiegel
Percentage: 18.9.

The lectures were easy to understand and enjoyable. The lecturer was always audible and covered the course material adequately. The class size was good. The amount of reading was just right and was meaningful to the course. There were just enough assignments. The same applies to the tests. Neither were difficult.

PSY. 368 Extension

Instructor: Blankstein
Percentage returned: 76

The lectures were easy to understand and enjoyable. The lecturer was always articulate and audible, and covered the course material moderately well. The class size was okay. The opinions on the reading varied from just right to a little bit heavy. They were meaningful to the course. There were no assignments or projects. There were just enough tests and they were useful in understanding the course material.

PSY. 370

Instructor: M. Muscovitch
No. of students enrolled: 18.
No. of course evaluations returned: 17
Percentage: 94.4

The lectures were easy to understand and enjoyable. The lecturer was audible and articulate all of the time, and covered the course material superbly. The class size was good. The readings were just right and meaningful to the course. There were just enough assignments; they were useful in understanding the course material. Same goes for the tests. Neither were difficult.

PSY. 218

Instructor: Prof. Alloway
No. of students enrolled: 111
No. of course evaluations returned: 21.
Percentage: 24.1

The lecturers were of average quality, fairly understandable but boring. The lecturer was audible and articulate most of the time, and covered the course material adequately. The class size was okay. The readings were just right and meaningful to the course. There were no assignments or projects. The tests were mediocre and there was just enough of them but were rather difficult. It was felt that if some actual experiments were demonstrated during the lectures, students' interest in the course will be increased.

PSY. 203A

Instructor: Pliner
No. of students enrolled: 198
No. of course evaluations returned: 38
Percentage: 24.3

The lectures were very easy to understand and average in quality. The lecturer was audible and articulate most of the time and covered the course material adequately. The class size was okay. The readings were a little too heavy but were meaningful to the course. The assignments and projects were optional but were very difficult. There were just enough tests, mediocre in understanding the course material. They ranged from just right to difficult.

PSY. 203 B

Instructor: Rosenbaum
No. of students enrolled: 40
No. of course evaluations returned: 34
Percentage: 87.7

The lectures were easy to understand and enjoyable. The lecturer was audible and articulate most of the time, and covered the course material moderately. The class size was good. The reading was just right and meaningful to the course. There were just enough assignments and projects. They were useful in understanding course material, and not difficult. There were no tests but most students would have preferred a multiple choice exam.

PSY. 368

Instructor: Corter
No. of students enrolled:
No. of course evaluations returned: 47
Percentage: 80.

The lectures were easy to understand and enjoyable. The lecturer was audible and articulate most of the time, and covered the course material adequately. The class size was good. Opinions concerning the reading varied from just right to a little heavy, but were extremely relevant to the course. There were just enough assignments and projects and they were useful in understanding the course material. They were not too difficult. The same goes for the tests. The use of films and format of the lectures was stimulating, and the method of testing was fair.

History. 393 Twentieth Century Spanish History

Instructor: J. Webster
No. of students enrolled: 16
No. of course evaluations returned: 12
Percentage: 75.

Most described the quality of the seminar in the good to very good range. A couple though said it varied according to the student presentation.

With one exception the students felt that the quality of the readings were good or very good. A few felt that there had been too much reliance on Raymond Carr's book: Spain 1808-1939.

All students benefitted and nearly all in different ways. Some liked the ability to develop and express their own views. Others liked dealing "in depth" with a particular period etc.

A large number of suggestions were put forward con-improvements for the course; not because students felt the course was poor but because they enjoyed the innovations tried and wanted more: eg. more guest speakers, more opinions from the prof. to help correlate with their own, make or try to make, more books available in library, lay less stress on day to day happenings.

A few students would prefer it if other students were made to give shorter reports thus allowing more time for discussion.

Instructor's Course Evaluation Spanish History 393

Instructor: J. R. Webster

This class in general has given evidence of being highly motivated and enthusiastic about the subject. Class attendance has usually been good and discussion lively and interesting, at the same time indicating that the majority had kept up with reading. Most reports were adequate—albeit at times a little too lengthy to maintain the interest of the class — whilst some were outstanding. Methods of presentation varied from straight accounts to well-rehearsed debate which involved the whole class. My overall impression of this class is that the standard of work has been maintained at an unusually high level.

SPORTS SPURTS

1971-72 RECAP

The 1971-72 year has been the most successful one yet for Erindale in athletics. Competing in the University's Interfac League we captured the T.A. Reed Trophy for winning the highest number of points in Interfac competition in the second division. Each college and faculty of the University is placed in either the first or second division depending only on the number of sports entered and the number of teams entered in each of those sports. With fifteen events in the Men's Interfac schedule, Erindale competes in only five - hockey, lacrosse, basketball, soccer and volleyball and in those we sent only one team for each sport whereas a college is entitled to field as many as they wish.

Within each sport there is a further divisioning to which teams are subjected depending on scheduling difficulties and relative strength. The number of divisions vary with the sport and depend on, of course, the number of teams entered. Erindale played in the second division in all sports last year

except volleyball which was first division. To determine championships in each sport, the divisional winners playoff amongst themselves.

The year started off with soccer and for the first time in many a year the Soccer Warriors failed to make the playoffs. All Erindale men's teams are named the Warriors. This year the team looks much stronger with many new faces added. Our new coach is Erindale graduate Stanley Daniels who himself had played exceptional soccer for the College as a student.

In lacrosse, our defending Dafoe CUP CHAMPIONSHIP TEAM OF 1970 LOST A VERY rough final to Phys Ed. our mortal enemies.

Phys. Ed. teams seem to be the villains of the Interfac League and are not very well liked around here just ask any old Erindale Jock to retell some old stories for you. It was a bitter pill to take as our lacrosse team has always been very well thought of and liked. This year we have the makings of a championship team with many old faces returning one of which is our new coach Ronam J. Grogan past president of Ecara and goalie for the Lacrosse Warriors. Early indications have it that we may field a second lacrosse team another first for Erindale. Look for a winner in lacrosse.

In hockey we got our revenge on Phys Ed as we utterly destroyed them both on the ice and in the alley in the semi finals. The sweetness of this victory was only soured by our loss in the finals to Victoria College.

The hockey team will undergo a complete revamping this year as only two or three players remain from last season. A coach too has yet to be hired.

The Basketball Warriors seemed to be the shoe-in for a championship last year, running away with first place. They too went on to the finals before being defeated. This year looks excellent for basketball, with only two men leaving the squad coach Ernie Philp should have a Sifton Cup champion here.

In volleyball our Warriors were eliminated in the semi-finals (actually the v-ball playoffs are done in some sort of double-knockout, round robin affair which I have not yet thoroughly understood, and doubt I ever will—but semi-finalists is close enough to the truth.)

The distinction our V-ballers received was that they were the first team to beat the engineers in a volleyball game in fifteen years. It is still too early to say how many of the old team will be back. Returning as coach this year will be George Zajak.

Ironically our only cup winners were in tennis where we captured the Victoria Cup as best College in the Interfac Tournament. In addition, Zenon Kesik won the McEachren Trophy as top individual. This year a repeat of this victory seems almost assured with several excellent new players have entered to lend support to those remaining from last year.

These then are our hopes for retaining the Reed Trophy. The Women's teams do not have a similar high point championship nor do their efforts count towards the Reed Trophy. However had there been such a championship our girls might very well have taken it. In Women's sports, Erindale has teams in hockey, field hockey, basketball and volleyball.

In field hockey we just managed to get enough girls together to form a team but these stout-hearted lasses made it to the semi-finals before being eliminated. In basketball the Hustlers (all women's teams at Erindale are named the Hustlers) went all the way only to lose the very last match in the finals by one point. The V-ball Hustlers were semi-finalists as were the Women's ice hockey team.

The Hockey Hustlers were the

EDITORIAL : ECARA

ON TACKLE FOOTBALL

Since the beginnings of Erindale College, year in and year out, someone has set up a hue and cry for a football team for the College. There has been endless debate and controversy over this and to this time it has not gone beyond this, nor is it likely to.

Previously the Athletic Department has asked for people interested in playing to sign up, but never more than twenty names have appeared on our list. The last of these was sent around two years ago and since then we have not tried asking for names. In the meantime, rumours have reached our ears of various petitions being circulated to start a team, however, none of these has ever been presented to us.

It would take about thirty people to make up a football team. That is, not thirty names that appear on paper, but thirty bodies actually showing up for each practice.

Regarding practices, the nature of the sport requires daily workouts. A once a week session will not be sufficient preparation for tackle football. This is primarily to ensure that the players are physically prepared for the hitting involved. This is a must and most people do not realize how seriously one could get hurt if one is out of condition. Teams presently in the Interfac League rarely practise more than once or twice a week and the results are seen on the injury list. In the 1971 season, there were 72 broken limbs in Interfac football in a short month-long season.

A further drawback is that games are played only in the afternoon. If a game were scheduled for 2:00 p.m., the team would have to leave the College at noon in order to be downtown in time to dress, tape and warm-up for the game. The game would last until after 3:30, then shower, dress and pack to

be ready to leave by 4:00.—then back to the College by 5:00. You would have to find thirty good football players that can take off from classes at noon at any day plus practise each evening for two hours. For this reason alone it is little doubt why we find it hard to get players. Scarborough—our sister College—is a good case in point. They have twice set up a team, and twice it has folded.

What will be the hardest thing is the initial investment, or rather justify spending the \$8,000 to \$11,000 it requires to field a team of thirty people. That's a lot of money to spend on just thirty people out of a College of over 2,000. Although we have been setting money aside each year in the event of the possibility of a team in the future, it is still a tremendous first expense. The ECARA budget is approximately \$20,000 so a figure of roughly half of our total budget would be spent on just one sport.

The daily practises would also interfere with other sports, namely soccer and field hockey who also use our "one" field. At present it is tied up from noon till 2:00 p.m. for flag football, two 'till four with baseball and four 'till six for soccer and field hockey (on alternate days.) This leaves a six to eight o'clock time slot for football—not the greatest of times for practise since it is beginning to get dark around seven o'clock these days and all our lights are in use illuminating the parking lots.

The field would be in constant use and by teams who wear spikes which will tear up the field soon leaving it a sea of mud which does not make for good playing conditions.

In ordering equipment, at least three months notice is usually required by the distributors. If we wish to start a team going in September we would have had to place the order in June, and in June how do we know what kind of

response we will have in the fall from potential players? We don't even know who will be registering at that time. As regarding the equipment, where could we store it? We have greatly limited storage space at present—not quite enough to handle the equipment we now have. As it is very bulky to add football equipment would require a rather large storage room—one which the College is not prepared to give us at the moment. Indeed they can barely house all of the professors and teaching assistants. Cleaning and washing the equipment is yet another problem.

These then were the deciding factors why Ecara has not started a football team this year, or in the past.

—A Sports Spurtorial by Guinness Stout—



THE T.A. REED TROPHY

most travelled of our teams and enjoyed a rather lengthy exhibition schedule playing teams from Ryerson, Trent and Cornell University.

All of our girls have greatly enjoyed playing on Hustler teams and we hope many others would come out. Generally speaking, getting enough players has been our main problem, although no experience is necessary, many women shy away because they think they won't be good enough. This is hardly the case, for we don't expect them to go out and win but just to enjoy participation in a sport and join in the activities and antics of their teammates.

Aside from Interfac competition

the Athletic Department has one of the finest and broadest Intramural programs going. Last year over four hundred students enjoyed the year-round activities including flag football, hockey, basketball, tennis and instructional programs in archery, judo, karate, skiing, tennis, weight training, modern dance, slimnastics among many others.

All-in-all 1971-72 was a great year for us and the many new programs added to those of last year promise to make the current year once again a tremendous success in athletics and recreation.

—Guinness Stout reporting from his summer residence in Minorca—

CURRENT EVENTS

INTRAMURALS:

Flag Football-Baseball-Tennis

Check in the athletes office for team lists and schedules

INSTRUCTION:

Tennis-Archery

Start this week. Info. in the Phys. Ed. Office

WOMEN PLAY: FIELD HOCKEY AND BASKETBALL

NO EXPERIENCE NECESSARY

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THE OUTING CLUB

is an Erindale 'Exclusive membership Organization.

The club will provide for its members and the rest of the school a list of scheduled activities throughout the year. There will be regular meetings, and enjoyable extra-curricular activities periodically. All this for a small membership fee of \$2.00 before October 31st. From Nov. 1st the fee will be \$3. So join now and enjoy a bargain. Inquire for further details at the Phys. Ed. Shack from Mrs. Pearson.